

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

1

综合教程 教师用书
AN INTEGRATED COURSE TEACHER'S BOOK



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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AN INTEGRATED COURSE TEACHER'S BOOK

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前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不断深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源				
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题	网络教学管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘	助教课件		
快速阅读	1—4级					

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

Preparation: 形式多样的课前活动,便于教师展开课堂教学,激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《综合教程教师用书》

针对单元话题提供相关文化背景的介绍,帮助教师拓宽教学内容。就文章的语言、词汇难点进行详细讲解,为学生扫清阅读障碍。提供客观题的全部答案以及课内和课外阅读文章的参考译文。针对主观题及作文提供不同视角的参考答案,便于教师开阔学生思路、展开课堂活动。此外,书中还提供了额外的课堂活动,供教师根据教学对象选择使用。附录中的作文评分原则和方法便于教师进行作文教学和评估。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练, 培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言, 并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛, 展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《视听说教程教师用书》

提供全部听力、视频材料的脚本和练习答案。针对口语活动提供不同角度的参考答案。补充词汇注释和例句, 供教师选择使用。此外, 对各类课堂活动提供有针对性的教学建议和指导, 辅助教师更好地展开课堂活动, 发挥教材特色。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片断、英文歌曲、阅读素材等丰富的拓展资源, 并为学生在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

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Useful Information

All of us are involved in personal relationships—relationships to our families, to our fellow students or workers, to our friends, so on and so forth. In most societies good personal relationships are valued because they make people happier, more productive, and are more fun to be with and work with. A good relationship with other people is what every one of us wants to have.

In Western cultures the word “love” has several meanings, which in some way tell us the nature of different relationships. One meaning of love comes from the Greek word “Eros”, which refers to sensual or sexual relationships between individuals. A second kind of love comes from the Greek word “Filios”, which refers to filial, or the love between family members. Another word “Patros” refers to the “love of God”, or one’s relationship to God. In addition, love in the English language may simply refer to the liking of someone or something.

In most societies the highest form of love is the love which is so strong that one will sacrifice their life for a loved one, or even for their nation. This occurs both in families and in communities, in war and in peacetime. A policeman who risks his life to protect people is no less a hero than is a soldier who risks his life to fight to defend his country or save his comrades—“Greater love has no man than this, that he lay down his life for a friend.” In the West there is a teaching “you must love your neighbor as yourself”. The teaching in fact redefines the neighbor as anyone who is in need of your help. Finally, there is the love of friends, both close and distant. It is common for good friends in the West to sign their personal letters or e-mails, “Love”, or “With all my love”, which may mean anything from a casual use of the word “love” to an expression of deeper love the Greeks referred to as “Eros”.

To make the world a better place to live in, it is the responsibility of every one of us to establish good, positive relationships with other people. Establishing and nurturing good relationships can be demanding of time and energy, but the benefits we will reap from them are far more valuable, and the efforts made to establish them will prove worthwhile.

PART 1 Preparation

1 Welcoming to Our Group!

1 Group Work

Group work is an important activity students are required to do throughout the semester. In the activity students can listen to each other and share each other's ideas and experiences. Interpersonal relationships will develop during the process of working together. What's more, working in small groups, say, between 3 and 5, students will have greater opportunities to improve their listening and speaking skills than they can when the whole class works together.

In addition, group work can help practice and develop four key skills: problem-solving, decision-making, critical thinking and creative thinking.

To involve students in this activity each group should have a group leader to help the teacher achieve this goal. Students may change their groups every 5 or 6 weeks so as to be able to know more of their classmates. They may also take turns being group leaders.

2 The Procedures of Group Discussion

In an ideal small group discussion, group members are encouraged to contribute their personal opinions or knowledge of a particular issue, support those opinions, discuss differences of opinion within the group, and eventually, report to the whole class. A small group discussion can be generally divided into the following procedures:

i Forming Groups

In the first class of small group discussion, the whole class is divided into several groups. How many groups are produced? Are the groups student-selected or teacher-selected? Are they gender-mixed or proficiency-mixed? All these will be decided according to the practical situation of the class, for example, how many students there are in the class, the purpose of the activity and so on.

ii Instructions

The instructions given at the beginning are crucial: If the students do not understand exactly what they are to do, they will be confused and a lot of time will likely be wasted.

iii Processes

The teacher's job during the activity is to go from group to group, monitor, and either contribute or keep out of the way—whichever is likely to be more helpful. If the teacher does decide to intervene, their contribution may take the form of:

- providing approval and support,
- helping students who are having difficulty, and
- keeping the students using the target language.

iv Ending

If the teacher has set a time limit, then this will help terminate the activity if the discussion is about to finish.

v Presentation

If the teacher implicitly leads students to some discussion of the "findings" of the groups, then

they may leave enough time for this to take place. Because this progress gives each group a chance to perceive differences and similarities in their work, and it provides motivation for further group work. As a result, this phase brings the class back together as a whole community of learners and even a very short period of whole-class discussion reminds students that everyone in the room is a member of a team of learners.

vi Feedback

A feedback session usually takes place at the end of the small group discussion. Feedback on the task may take many forms: presenting a possible solution, evaluating suggestions, or just expressing appreciation of the effort that has been invested.

Although all participants in a discussion have the responsibility to listen and remember some of the information and contributions, teachers have a special responsibility to retain virtually everything said. They must develop the ability to recall at appropriate times what has been said earlier in order to illustrate points made later.

3 Teacher's Primary Roles in Group Discussion

i Participant

In small group discussion, teachers need to communicate openly and empathically with the students. The teacher opens spaces for students to share and clarifies unfamiliar ways of thinking.

Teachers as participants improve the atmosphere in the class and offer students a chance to learn from them.

ii Facilitator

Teachers as facilitators encourage students to participate and make suggestions when students are confused. They make the discussion easier for their students, and assist them in finding their own ways to success. Teachers, to be facilitators, must first of all be real and genuine, discarding masks of superiority and omniscience.

iii Coordinator

It is the teachers that keep the discussion process flowing smoothly and efficiently. Teachers must coordinate the activities, leading students toward greater communicative ability.

iv Director

Just as the theater director plays a pivotal role in sustaining the fiction of a stage drama, so does the teacher use the classroom stage to simulate the real world.

v Consultant / Resource

Obviously, teachers in the classroom are just like a walking resource center and provide help where necessary.

vi Organizer

It's the teacher's responsibility to help the students to organize the group discussion and discuss with the students what they are going to talk about, make clear about what their task is, get the activity going, and then organize feedback when it is over. Teachers are responsible for ensuring that group discussion is satisfactorily organized at a practical level.

STEP ONE

Sample

Hello, everyone. I'm the leader of Group Beast. You may wonder why our group has such a strange name. Let me explain. If the letter "a" is taken out of "beast", what word do we have now? Yes, that's "best". So I believe our group will be the best of all. Now let's take "a", "s", and "t" out of the word "beast", and we have the word "be", which has exactly the same pronunciation as "bee", a hard-working animal. This implies that all the members in Group Beast are very diligent in their work. Finally, let's take "s" out of "beast". What word do the remaining letters make up? That's "beat". We'll beat all the other groups in the class. So if you want to be the best, if you want to be the winner, please join Group Beast.

STEP THREE

Sample

- My name is Wang Ling. I am 18. I come from Hangzhou, Zhejiang Province. I graduated from the Fourth Middle School. Hangzhou is a very beautiful city and its West Lake is famous all over China. I love my hometown.

I have a lot of hobbies, such as playing tennis, basketball, table tennis, and listening to music. I hope we can become good friends.

- My name is Zhang Ping. I come from Harbin, Heilongjiang Province. It took me more than 30 hours to get here by train. I hope I can get used to the climate and food here soon.

I'm a bit shy, and that's why I didn't volunteer to be a group leader. My friends all say that I'm gentle and easy-going but a little lazy. I have many hobbies but reading is my chief hobby. My favorite writer is Charles Dickens. I've read almost all his works. I hope we can really be "the best", "the winner".

2 Developing Personal Relationships

Sample

- Yes. I'm afraid it's true. Most of us have had cell-phones and computers since we were in junior high school or even earlier. They have become an important part in our lives. We don't have to see each other in person and can reach anyone we want to easily. When I was a high school student, I used to keep myself in my own room, doing homework. Sometimes I did enjoy myself, listening to music, playing computer games, chatting online or sending text messages to my classmates. We seldom saw each other face to face after school because we didn't have to. I've been used to the two kinds of tools that I feel at a loss when facing people personally. I know it's very important to develop personal relationships in society. Hopefully I can learn how to do so during my college years.
- No, I don't think so. I think computers are just a kind of tool and are used to help us communicate with each other when we're physically far apart. I've been using a computer for a long time and upgraded it when I was a second year student in senior high school. I have quite a few very good friends. They were my high school classmates and we spent a lot of time together after school. Each week we spent at least one night together, going to the movies, singing at a karaoke bar or just talking at someone's home. During the long holidays, we went

traveling together. Now we are in different colleges or universities and still keep in touch with each other. Surely, when we're back home, we'll visit each other and get together often. Now I'm a college student and have more opportunities to make new friends. I'm sure I'll have more friends during the four years here.

3 Enjoying a Joke

Sample

The woman's neighbors disliked her, so they were happy to hear that she was going to move out. They believed the neighborhood would be a better one after the woman moved out.

PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Sample

- 1 I'd like to share anything I have with my best friends. By best friends, I mean those I can talk to about my feelings, good news, problems or even sufferings. We're able to exchange ideas, suggestions or comments, and help and support each other at any time. We can't have many best friends in our lives. With a couple or so, I'll be the luckiest person in the world. As to my casual friends, I would give to them what they really need. By "need", I mean those things without which their study, career or health will be affected seriously. I'll help them when needed because "a friend in need is a friend indeed".
- 2 I was a blood donor about a year ago. When I was in the hospital a doctor told me that my blood type was hard to find but badly in need. I immediately donated my blood to the hospital. Sure, it would be used by a stranger, but I was happy to do so. I also donated money to earthquake victims in Wenchuan, Sichuan Province and other places though I am not rich. I gave away all my savings, my pocket money and what I got during the Spring Festival. Besides, I'm willing to share my clothes or food with strangers if they are really cold or hungry. But I have to be careful not to give anything to liars or swindlers because there're stories about how strangers may cheat for money or valuables.

Passage Reading

Notes

1 the Vietnam War

The Vietnam War was a war between South Vietnam, aided by the U.S., and the Viet Cong and North Vietnam.

The United States was fully involved in the Vietnam War, which had a deep and lasting effect on U.S. society and on the way that Americans thought about their own country. At first most people supported the war, but opposition gradually increased, especially among college students and other young people, as more U.S. soldiers were killed, and as the television news showed shocking pictures of ordinary Vietnamese people being killed and injured. Many young men became “draft dodgers (逃避兵役者)”, and many of them left the country or went to jail in protest. There were large protest marches, many popular protest songs, and the saying “make love, not war” became popular. Military failures and loss of public support eventually forced the government to bring U.S. forces back from Vietnam in 1973.

2 missionary

A missionary is a person sent by a church into an area to carry on religious or humanitarian work. In the past, Christian missionaries were often explorers, and they were sometimes the first Europeans that people in many parts of the world had ever seen. They were greatly admired for being brave and morally good, and for helping people to learn about Christianity. But today, many people criticize what missionaries did, because they encouraged people to give up their traditional religious beliefs and social practices. Sometimes, too, they encouraged people to do things in a more European way, for example, to dress in Western clothes and cover their bodies, even if they lived in a hot country.

Words, Phrases and Grammatical Points

1 pair & couple (Line 1, Para. 3)

A “pair” is a set of two things which are not usually used separately. These may be two things which are not joined together, such as shoes, or something made in two parts, such as trousers. Any two things of the same kind can be spoken of as a “couple”.

- e.g. I) I found a couple of socks in the bedroom but they don't make a pair.
II) She could see a pair of eyes looking at her through a crack in the wall.
III) I bought a new pair of shoes today.

2 badly (Line 5, Para. 3)

The word “badly” means:

- 1 very much; a lot

e.g. I) We missed her badly.

II) He badly wants to join us, but his injured leg prevents him from doing so.

- 2 in a bad way; not well

e.g. He sings badly.

3 supply (Line 2, Para. 4)

The word “supply”, when used as a verb, means “give or provide sth.”

e.g. I) The farmer supplies eggs to the surrounding villages.

II) The high school supplies each student with textbooks.

This word can also be used as a noun, meaning:

- 1 the action of providing what is needed or wanted

e.g. The supply of electricity has been threatened by recent strikes.

2 an amount of sth. for use

e.g. My coworkers and I quickly consumed our monthly supply of free coffee.

3 (*plural*) things such as food, clothes, and things necessary for daily life, especially for a group of people over a period of time

e.g. The army was trapped in the pass for several days, and began to run short of supplies.

4 at this point (*Line 4, Para. 14*)

The word “point” here means “an exact time, moment or stage in the development of sth.”

e.g. I) At that point, I was still living at home and had no job.

II) It is impossible to give a definite answer at this point in time.

III) Maybe at this point we should move on to some of the practical experiments.

It also means:

1 a particular place or position

e.g. I) No cars are allowed beyond this point.

II) We'll meet at a point halfway between here and your school.

2 a particular quality or feature that sth. or sb. has

e.g. I) His plan has both good and bad points.

II) The low price is one of its main selling points.

参考译文

以生命相赠

1 炸弹落在了这个小村庄里。在可怕的越南战争期间，谁也不知道这些炸弹要轰炸什么目标，而它们却落在了一所由传教士办的小孤儿院内。

2 传教士和一两个孩子已经丧生，还有几个孩子受了伤，其中有一个小女孩，8岁左右，双腿被炸伤了。

3 几小时后，医疗救援小组到了。医疗小组由一名年轻的美国海军医生和一名同样年轻的海军护士组成。他们很快发现有个小女孩伤势严重。显然，如果不立即采取行动，她就会因失血过多和休克而死亡。

4 他们明白必须给小女孩输血，但是他们的医药用品很有限，没有血浆，因此需要匹配的血型。快速的血型测定显示两名美国人的血型都不合适。而几个没有受伤的孤儿却有匹配的血型。

5 医生会讲一点越南语，护士会讲一点法语，但只有中学的法语水平。孩子们不会说英语，只会说一点法语。医生和护士用少得可怜的一点共同语言，结合大量的手势，努力向这些受惊吓的孩子们解释说，除非他们能输一些血给自己的小伙伴，否则她将必死无疑。然后他们问孩子们是否有人愿意献血来救小女孩。

6 对医生和护士的请求，孩子们瞪大眼睛，一声不吭。此时小病人生命垂危。然而，只有这些受惊吓的孩子中有人自愿献血，他们才能够得到血。过了好一会儿，一只小手慢慢地举了起来，然后垂了下去，一会儿又举了起来。

7 “噢，谢谢，”护士用法语说。“你叫什么名字？”

8 “兴，”小男孩回答道。

9 兴很快被抱到一张床上，手臂用酒精消毒后，针就扎了进去。在整个过程中，兴僵直地躺着，

没有出声。

10 过了一会儿，他发出了一声长长的抽泣，但立即用那只可以活动的手捂住了自己的脸。

11 “兴，疼吗？”医生问。

12 兴默默地摇了摇头，但一会儿忍不住又抽泣起来，并又一次试图掩饰自己的哭声。医生又问是不是插在手臂上的针弄疼了他，兴还是摇了摇头。

13 但现在，偶尔的抽泣变成了持续无声的哭泣。他紧紧地闭着眼睛，用拳头堵住嘴，想竭力忍住哭泣。

14 医疗小组此时非常担忧，因为针不会使他们的小输血者一直感到疼痛。一定是哪里出了问题。恰好这时，一名越南护士前来帮忙。看到小男孩在哭，她用越南话很快地问他原因。听了小男孩的回答后，又立即作了回答。护士一边说，一边俯身轻轻拍着小男孩的头，她的声音亲切柔和。

15 一会儿，小男孩不再哭了，他睁开眼睛，用质疑的目光看着越南护士。护士点了点头，小男孩的脸上马上露出了宽慰的神色。

16 越南护士抬起头平静地对两名美国人说：“他以为自己快死了。他误解了你们。以为你们要他献出所有的血，小女孩才能活下来。”

17 “那他为什么还愿意这么做呢？”海军护士问。

18 越南护士把这个问题向小男孩重复了一遍。小男孩简单地回答道：“她是我的朋友。”

19 他为了朋友甘愿献出自己的生命，没有比这更伟大的爱了。

Exercises

Post-Reading

Reading Comprehension

1 1 A 2 B 3 A 4 A 5 B 6 C 7 A 8 C

2	1 killed	2 wounded	3 arrived	4 girl	5 badly / seriously
	6 blood	7 none	8 American	9 type	10 orphans
	11 French	12 difficulty	13 frightened	14 would	15 cried
	16 Vietnamese	17 found	18 understand	19 willing	20 friend

3 Sample

V = Vietnamese nurse

H = Heng

N = Navy nurse

V: Is it hurting, Heng?

H: No.

V: So why are you crying? Is there anything wrong?

H: I'm sad that I will have to leave the world. I'm a little scared before I die. I don't want to die, but I don't want my friend to die, either.

V: Why do you think you are going to die?

H: The doctor said unless I gave my blood to my friend, she would certainly die.

V: You must have misunderstood him. You only have to give some of your blood to the girl.

This won't do any harm to your health.

H: Really? Are you sure?

V: Yes. Have a good sleep now. When you wake up, I'm sure you'll be as strong as before.

V: (to the Navy nurse): He thought he was dying. He misunderstood you. He thought you had asked him to give all his blood to the little girl so that she could live.

N: But why would he be willing to do that?

V: Heng, the Navy nurse wants to know why you would be willing to give all your blood to the little girl?

H: She's my friend.

Vocabulary

- | | | | | | | |
|---|------------|------------------|-----------------|--------------|-----------|------------|
| 1 | 1 reply | 2 land | 3 supplied | 4 wound | 5 replied | 6 signed |
| | 7 wounded | 8 supplies | 9 sign | 10 balancing | 11 land | 12 balance |
| 2 | run: 1 D | 2 A | 3 C | 4 E | 5 F | 6 B |
| | match: 1 D | 2 B | 3 F | 4 C | 5 E | 6 A |
| 3 | 1 Insert | 2 in the balance | 3 requests | 4 relief | 5 let out | |
| | 6 steady | 7 stiff | 8 misunderstood | 9 limited | 10 action | |

Translation

- 1 When I knew the details I realized that I should not have lost my temper in the office.
- 2 I don't / didn't know Bob very well, but we go / went out for an occasional drink together.
- 3 The meeting is supposed to take place on Tuesday, but we have to postpone it / put it off.
- 4 Our government took action to bring / get all the Chinese in that country back to China.
- 5 Including weekends, there are only 12 more days to buy Christmas presents / gifts.
- 6 Without immediate action, many kinds / species of wild animals would die from hunger.

After-Class Reading

参考译文

我们都需要朋友

- 1 有要好的老朋友是件好事，但结交新朋友则更好。不论我们年龄有多大，我们都感激朋友给予我们的支持与帮助。这种帮助可能是为一件小事，也可能是为挽救我们的生命。帮助或支持的多少并不是最重要的，真正重要的是拥有好朋友。
- 2 我刚交了一位新朋友——琼。她对于我，并不仅仅是又多了一位在街上碰到时打个招呼讲讲话的人，而是一位真正的好朋友。她会跟我一起吃午饭，会顺便到我家来喝杯茶。我有时会无缘无故感到悲伤或忧愁，这时她会听我说，使我感到有人理解我。她就是这样一位朋友。
- 3 这对我来说可不是一件小事。仅与老友们保持住联系，已经使我在时间和精力上勉为其难了，更不用

说结交新朋友了。但是随着年龄的增长——我现在已经35岁了——拥有一张安全的朋友关系网变得重要了。随着老朋友的离开，这张网出现了一个个缺口。我现在需要花一些精力去结识新朋友。

4 结交朋友很像经历了可怕的分手后再去约会。你犹豫踌躇，裹足不前，因为你很难相信你又得从头来过。但当你真正做的时候，它的难度还不到你预料的一半，而得到的回报却是你原本期望的两倍。

5 例如，琼现在是我最好的朋友之一，我却差一点没能结识她。第一次相遇时我们都在市游泳池等自己五岁的儿子下游泳课。琼当时正在读一本书，那本书是我原先在读书俱乐部读过的。我想跟她说些什么，但却说不出来。我似乎已失去了说声“你好”的能力。

6 在更衣室里，我们又碰到了，当时我们的儿子都穿好了衣服准备回家。我几乎是对着她的后背说：“你觉得艾米·谭的书怎么样？”她转过身来，我却像个十几岁的孩子一样脸红了。“噢，”她说，“我正在看《正骨师的女儿》，真的很喜欢这本书。自从我读过《喜福会》后，艾米一直是我最喜欢的作家。”

7 接下来的两次游泳课后，我们又互相交谈，比较我们的阅读书目，跟着我们的儿子跑出更衣室。到了第五次游泳课时，我们约好了花一天时间去城里购物。对于像我这个年纪的人来说，你不觉得那是不寻常的吗？

8 我过去基本上不挑选朋友。多年来，我让命运替我决定朋友。一份新工作，一座新城市，一幢昂贵的公寓，让我与原本连说声“你好”都不可能的人成了朋友。然而随着年岁的增长，我对有些朋友已变得不耐烦了，觉得这种因机遇建立的朋友关系有时会经不起生活变化的考验。这种类型的朋友，在你有困难真正需要帮助时并不一定会帮助你。

9 我们和朋友在一起时能够自然不做作，那是一件很美妙的事，是一份很珍贵的礼物，不能不与其他朋友分享。结交朋友，享受友谊，其实并不需要花费那么多的时间，或那么多的努力。

PART 3 Further Development

1 Grammar Review

Sample

A: Did you hear that Tom failed the English final? He was 10 minutes late for the final because he woke up late.

B: That's too bad. But he should have asked his roommate to wake him up.

A: Well anyway, he got to the classroom before the listening part finished. But then he found the batteries for his radio were dead.

B: Well, he should have bought new batteries the day before.

A: Yes, very true. He then had to borrow two batteries from his classmate. But when Tom was doing the exam, he found there were many words that were new to him.

B: He should have spent more time memorizing new words and phrases before the exam.

A: Yes, and then Tom had a splitting headache because he had studied until two in the morning.

B: That's too bad. But he really shouldn't have stayed up the night before the exam.

A: And what's more, Tom was so afraid to fail the final that he peeped at his neighbor's paper. He was caught and would be punished.

B: Really? He shouldn't have cheated on the exam.